**Literacy and Justice for ALL**

***Reflect & Review***

***What have we done?***

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|  | System of Meaning | System of Language | Formative Assessment | ***What have we learned?*** |
| Collaborative Leadership | \* Teachers shared ideas about their system for gathering students background knowledge at grade level meetings | \* Reading Coach facilitated grade level discussions about how the system of language can affect comprehension and the system of meaning. | \* Daily communication between teachers, reading coach, administrators and special ed teachers to ensure students are engaged in practice to master skills needed to be successful during summative assessment. | \* We must work together as a team to ensure 100% literacy at Dalraida. |
| Assessment | \* A variety of assessments are needed to understand the students system of meaning: student participation, active engagement, teacher observation, anecdotal records, teacher made test…. | \* Students should be able to explain and summarize their understanding of skills taught. | \* Continuous student practice and teacher evaluation. Re-teaching when needed. | \* Data drives instruction |
| Effective Instruction | \* Use strategic lessons to improve comprehension amongst students.  \_chunking  \_classroom discussion  \_written notes | \* Reading coach and teachers modeling of 3-2-1 strategy, classroom discussion and students independent practice with new vocabulary or text | \* Provide students with descriptive feedback as they have an understanding of what they do well and what needs to be improved. | \* We incorporate active engagement. (TWIRL) This has a direct connection to student performance. |
| Professional Development | \* All reading teachers were presented with Literacy and Justice for all Turn Around training. | \* Emphasis was placed on effective practices to develop skillful readers by improving knowledge, skills, and practices in the areas of formative | assessment, the system of language, and the system of meaning. | \* Different strategies to use in the classroom and the benefits of using these strategies for our students. |
| Intervention | \* Use SF class review page to identify weaknesses and re-teach or provide additional practice | \* Preload struggling readers with challenging vocabulary and develop their background knowledge | \* Use classroom observation, anecdotal records, etc. to address student needs. | \* Intervention is essential for 100% literacy in our school. |

***One question we have about assessment is …..How to we assess our auditory learners in a fair way? (SF)***